In these chapters the main focus is grading. From what we grade, how we grade and why we grade. In chapter 11 we look at the big controversy between giving students a 0 or a 60. Before reading this chapter I never really understood why and how a student received a 60 if they did not do the work. It seemed not fair to students who try and did not represent how they students are actually doing. After reading the chapter I now feel the opposite as I did before reading the chapter. Especially after seeing the math and looking at different scenarios I can see why it makes sense for a teacher to give a student a 60 instead of a 0. If the other letter grades only span 11 points, why should a failing grading spread 50 or 60 points? If a student receives a 60 or 0, in terms of the letter grade, what is the difference? The answer is there is none. Bother grades would be an F and without the number value attached we would have no way of know which score the student received. When averaging how the student has done over a time period it seems fair to put in a 60 rather than a 0.

When reading about grading scales and gradebooks I found myself thinking about how my mentor teacher did things in his classroom. He did use a grading scale out of 100, test and quizzes were graded independently but were then turned into percentage out of 100. I think in my classroom I will do something similar. It seems an appropriate way to grade things and the most logical. As for the gradebook I think I will divide things up by lesson topic, but also by standard. Lesson topic will allow me to look at the lesson as a whole and see how the student did with the topic. Dividing it by lesson will also make it easy to divide it by standard. This will make it easy to communicate with administration, parents, and the student, on what the student needs to work on in the class.